DOCUMENT RESUME

ED 206 932 CE 030 133

AUTHOR	Jacques, Barbara; Haller, Charles
TITLE	Teacher Center Feasibility Study. Final Report.
INSTITUTION	Capitol Region Education Council, West Hartford, Conn.
SPONS AGENCY	Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
PUB DATE	Feb 81
NOTE	48p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Faculty Development; *Feasibility Studies; Needs Assessment; Postsecondary Education; *Program Effectiveness; Program Evaluation; Questionnaires; Secondary Education; *Teacher Attitudes; *Teacher Centers; Teacher Education; *Vocational Education Teachers
IDENTIFIERS	*Connecticut

ABSTRACT

A feasibility study was conducted to determine if the Teacher Center concept can be a logical and productive method of serving staff development needs of Connecticut vocational educators. A questionnaire was distributed to 1150 vocational education teachers in state regional vocational technical schools, regional vocational agriculture centers, and public school systems; 680 responded. Three basic questions were asked: Are vocational educators being served by the existing network of Teacher Centers?, Is the model a reasonable and practical approach to serving vocational educators' needs?, and If it is, what provisions of format, governance, and geography must be made to ensure success? Findings indicated most respondents were unaware of the existence of a Teacher Center near them and its services. Respondents rated their experiences with Teacher Centers as effective 50% of the time. The majority indicated they would utilize a Center to meet professional and personal needs. They felt a need for creation of local or regional centers designed specifically for vocational educators. Information was also collected on how educators met professional development needs. Recommendations for future development included expansion of services of existing centers and regional services through a regional educational service center. (Twenty tables and the questionnaire are provided.) (YLB)

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ED206932

FINAL REPORT OF
TEACHER CENTER FEASIBILITY STUDY

BARBARA JACQUES
CHARLES HALLER

(funded under the provisions of P.A.94-482)

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REPORT
SUBMITTED TO:

Connecticut State Department of Education
Division of Vocational Education
P.O. Box 2219
Hartford, CT. 06115

BY:

Capitol Region Education Council
212 King Philip Drive
West Hartford, CT. 06117

CE 030 133

Foreword

This report bears the names of two authors. Usually, one name appears in a position of prime importance by virtue of rank within the project. With all due respect to tradition, this report is submitted with the name of the Research Assistant as senior author and the Project Director as junior. The propriety of such an arrangement is known only to the two of us who constituted the sole staff of a two-person project. I have been allowed to function on inspiration; Barbara Jacques has shed the perspiration.

Charles R. Haller
February, 1981

ABSTRACT

The Capitol Region Education Council, in cooperation with the Division of Vocational Education of the Connecticut State Department of Education has conducted this feasibility study to determine if the Teacher Center concept, as currently understood and practiced, can be a logical and productive method of serving the staff development needs of vocational educators within the state.

Our study has, on the one hand, verified a prior perception, namely that vocational educators (as a group) receive but little service from existing centers within the state. Further, we find that little concentrated planning has gone on which would assist in providing services for this group. The perception among providers is that most vocational educators are well-served elsewhere.

The educators themselves do use a variety of resources to provide for themselves that which is not available on a regular, planned basis. Their perception is that in the absence of concentrated programming, they must, indeed, "do their own thing" and use a staggering array of resources in this self-help effort.

Numerically, the data shows a potential client population of significant proportions and density. There are more than enough potential clients in several portions of the state to warrant the development of a Teacher-Centered effort. "Support" may be interpreted here as high counts of persons with common needs, willingness to avail themselves of concentrated services, and commitment to sharing in governance and planning efforts.

In the Summary and Conclusions section of the report, several possibilities for geography, planning, and governance are offered.

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FIGURE 1

STATE REGIONAL VOCATIONAL-TECHNICAL SCHOOLS

Emmett O'Brien Reg.
141 Prindle Avenue
Ansonia, CT 06401

Bullard-Havens Reg.
500 Palisades Avenue
Bridgeport, CT 06610

Henry Abbott Reg.
Hayestown Avenue
Danbury, CT 06810

H.H. Ellis Reg.
Maple Avenue
Danielson, CT 06239

Essex Satellite
Route 9
Essex, CT 06429

Southeastern Tech.
189 Fort Hill Road
Groton, CT 06340

Eli Whitney Reg.
71 Jones Road
Hamden, CT 06514

A.I. Prince Reg.
500 Brookfield Street
Hartford, CT 06106

Howell Cheney Reg.
791 W. Middle Turnpike
Manchester, CT 06040

H. C. Wilcox Reg.
Oregon Road
Meriden, CT 06450

Vinal Reg.
60 Daniels Street
Middletown, CT 06457

Platt Reg.
600 Orange Avenue
Milford, CT 06460

E.C. Goodwin Reg.
735 Slater Road
New Britain, CT 06053

Norwich Reg.
590 New London Turnpike
Norwich, CT 06360

J. M. Wright Reg.
Scalzi Park
Stamford, CT 06904

Oliver Wolcott Reg.
75 Oliver Street
Torrington, CT 06790

W.K. Kaynor Reg.
43 Tompkins Street
Waterbury, CT 06708

Windham Reg.
210 Birch Street
Willimantic, CT 06226

A. I. Prince Satellite
507 Hopmeadow Road
Simsbury, CT 06070

In order to determine whether or not the professional needs of vocational educators are being provided by the teacher center concept, the Connecticut State Department of Education, assisted by the Capitol Region Education Council, West Hartford, Connecticut, conducted a Teacher Center Feasibility Study in December - February, 1980-81.

Phase I of this study consisted of gathering and analyzing data from the eleven Teacher Centers surveyed in Connecticut, culminating in an interim report which was released in January 1981 (basic summary statements appended herewith). Incorporated into that report are various comments gleaned from follow-up telephone interviews with each center surveyed. On-site visitations were made to the following centers:

New Haven Teachers' Center
Project RISE - Colchester
Stamford Professional Development Center
Teachers' Center at Fairfield
The Bristol Teacher Center

Phase II concerns itself with the results of the distribution of 1,150 questionnaires to teachers of vocational subjects in the state regional vocational technical schools (see Figure 1), the regional vocational agriculture centers (see Figure 2), and the state public school systems. A copy of the questionnaire is attached to this report.

In order to examine the present and possible future roles of Teacher Centers, three basic questions were asked:

1. Are vocational educators (those teaching in Vocational Technical schools; Vocational-Agriculture schools; and teachers of vocational subjects in comprehensive secondary schools) currently being served by the existing network of Teacher Centers in the State?

2. Is the "Teacher Center" model, as currently understood and practiced, a reasonable and practical approach to serving the unique needs of vocational educators?

3. If the "Teacher Center" model is a reasonable and practical approach to serving the unique needs of vocational educators, what provisions of format, governance, and geography will have to be made to ensure success?

A total of 680 questionnaires, close to 60% were returned. This return rate representing 40 towns and cities (see Figure 3), is more than what could normally be expected. The largest rate of return consisted of a random sampling received from each of the 17* (100%) state regional vocational technical schools surveyed, followed by returns from 12 (67%) of the 18 regional vocational agriculture centers surveyed, with less representation from the state public school systems. Various department heads within the public school system were singled out to aid with the distribution of questionnaires at random among their colleagues. We enlisted their assistance with the return of same in a stamped self-addressed envelope.

FINDINGS

The largest percentage of returns, 39% or 265 respondents were from educators who fit into the Trade & Industrial Education category, followed by 32% (217) categorized as teaching "other related subjects." See Table 1.

* information is also included from 2 satellite schools.

Table 1

For the purposes of this study, a vocational teacher is defined as teaching one or more of the following assignments.

Assignment	Number	Percentage
Agriculture Ed.	26	4%
Distributive Ed	8	1%
Industrial Arts	15	2%
Business & Office Ed.	22	3%
Trade & Industrial Ed.	265	39%
Health Occupations Ed.	40	6%
Technical Ed.	73	11%
Home Economics Ed.	14	2%
Other related subjects(s)* (Specify)	217	32%
	680	100%

*Identified as:

English
Reading
History
Social Studies
Civics
Art
Math
Science
Chemistry
Physics
Physical Ed.
Library
Health
Economics
Media Specialist
Counseling
Special Ed.
Vocational Guidance
Vocational Administration
Career Development
Career Education

The vast majority of respondents, 547 (80%), were unaware of the existence of a Teacher Center near them (see Table 2). Although 20% indicated they did know of a center near them, actual services received by the respondents from the existing center network amounted to a total of 85 times. Table 3 lists the centers in Connecticut and indicates the number of times each center has been utilized by vocational educators. This figure is not to be interpreted as 85 educators utilizing centers since several respondents had the opportunity to utilize more than one center on various occasions. For example, a respondent from Cheney Tech in Manchester, Connecticut, teaching special education orientation and media applications, indicated he received service from the following centers:

Center for Open Education - Storrs
West Hartford Teachers' Center
CT Teachers' Centers for Humanistic Ed. - Rocky Hill
RESCUE - Bridgewater
The Bristol Teacher Center
Project RISE - Colchester
Teachers' Center at Fairfield
Professional Development Center - Hartford

Rating his experiences at all centers as "very effective" he further states he is notified at least once a month of up-coming events or services available. Additionally, his professional development needs are being currently met by professional organizations, school site programs, individual efforts and programs at State colleges. He has participated in at least 6 inservice activities in 1978-79 and yes, he would be willing to serve on a policy board if invited to do so, (signing his name, address and telephone number.)

Table 2

Are you aware of the existence of a Teacher Center near you?

Yes	No
133 (20%)	547 (80%)

Our results indicate that services provided by Teacher Centers are not well known to vocational educators (at least not to those responding to our inquiries). The majority of respondents, 569 (84%) reported they were unaware of services provided by Teacher Centers (see Table 4). Many sought the answer to this question upon return of their questionnaire.

Table 3

The following is a list of Teacher Centers in the State of Connecticut. Indicate from which, if any, you have received services.

Name of Center	Number of Times Used
New Haven Teachers' Center	9
Stamford Professional Development Center	0
Center for Open Education - Storrs	4
West Hartford Teachers' Center	7
Westport Teachers' Center	1
Teachers' Center - Ridgefield	0
World Citizen Forum Teachers' Center - East Lyme	0
CT Teachers' Centers for Humanistic Education - Rocky Hill	3
RESCUE - Bridgewater	11
The Bristol Teacher Center	4
Project RISE - Colchester	13
Teachers' Center at Fairfield	13
CES - Norwalk	10
Professional Development Center - Hartford	10

Note: Two facilities, SERC and ACES were added by several respondents as having been utilized five and four times respectively.

Figure 3

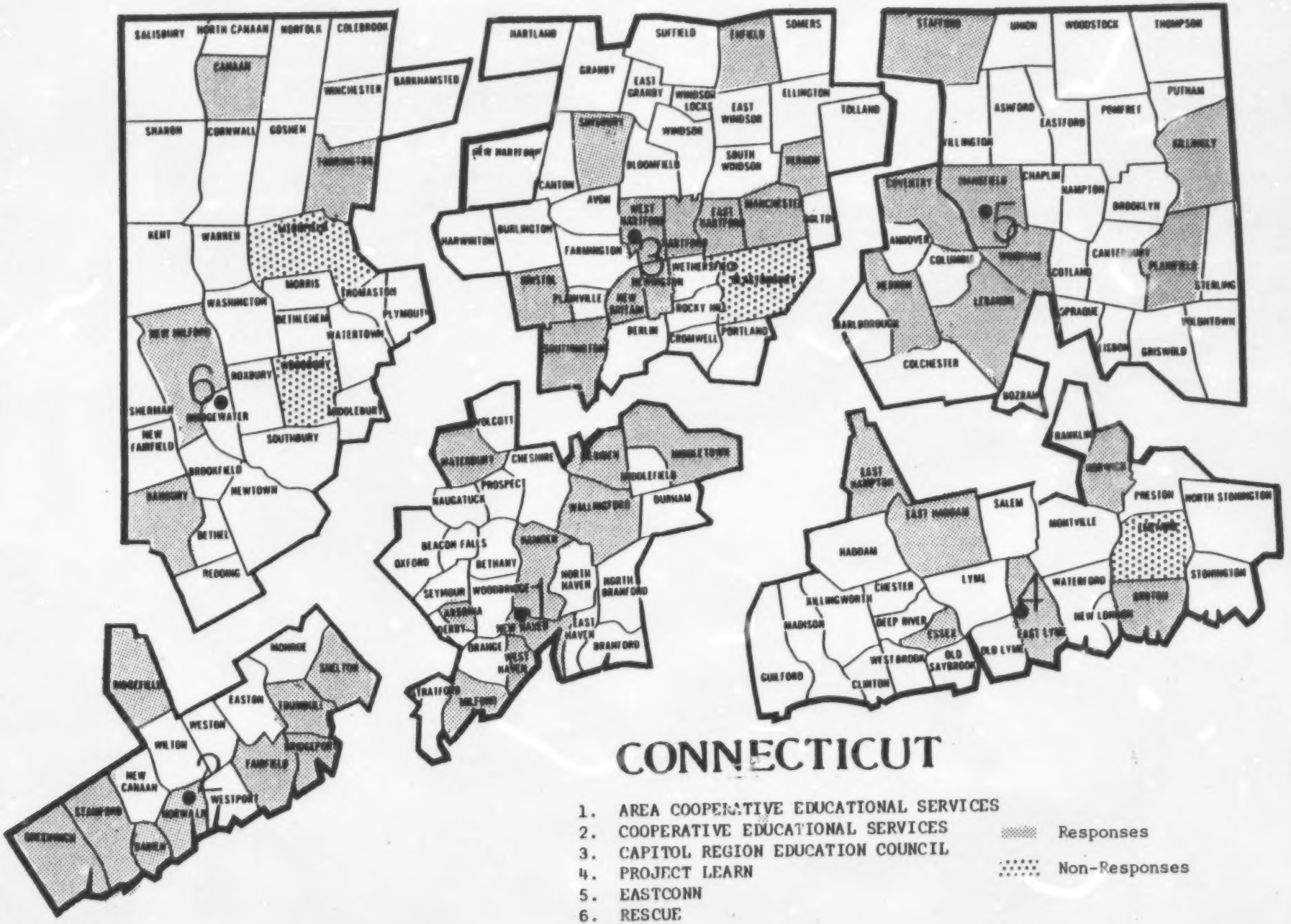

CONNECTICUT
1. AREA COOPERATIVE EDUCATIONAL SERVICES
2. COOPERATIVE EDUCATIONAL SERVICES
3. CAPITOL REGION EDUCATION COUNCIL
4. PROJECT LEARN
5. EASTCONN
6. RESCUE
Responses
Non-Responses

Table 4

Are you aware of services provided by Teacher Centers?

Yes	No
111 (16%)	569 (84%)

Teacher Centers employ various delivery mechanisms as a means of informing and attracting educators. The Hartford Teacher Center, for example, distributes a monthly newsletter (as do many other centers). In addition, they distribute periodic flyers and a summer special edition of events scheduled for the coming year. Each school within their district has an inservice committee which meets monthly. A contact person in the 30 plus schools involved, secondary schools included, reports directly to the Hartford Teacher Center.

In the April newsletter sent out by Bridgewater, a needs assessment is done whereby topics are listed and input solicited. This assessment is done every year.

Jane Cook of Project RISE in Colchester has an excellent rapport with the contact people in the five schools she visits weekly (four secondary and one middle school). Jane, serving as the liaison between Project RISE and the contact people, offers advice, collects requests, then proceeds to fulfill those requests whenever possible.

Regardless of the various types of delivery mechanisms employed by Teacher Centers, almost all, 90% or 610 of those responding to our survey, have never been informed or notified of up-coming events (see Table 5). Perhaps they form one segment of the school system population who never came in contact with the delivery methods employed by Teacher Centers or else they were poeple who simply heard but did not listen. Lyman Steil, a listening expert who teaches at the University of Minnesota,

states that listening well, a private, silent, internal act, improves productivity.

Table 5

Have you ever been notified or informed in any manner of up-coming events or services provided by Teacher Centers near you?	
Yes	No
70 (10%)	610 (90%)

One of the functions of a Teacher Center is the capability of linking those in search of expertise in particular areas to the knowledgeable source. A very small percentage (2%) of those vocational educators surveyed have ever participated as a lecturer or resource person in programs offered by Connecticut's Teacher Centers. See Table 6.

Table 6

Have you ever participated (as a lecturer, resource person, etc.) in any programs offered by Connecticut's Teacher Centers?	
Yes	No
15 (2%)	665 (98%)

Out of the 85 times that centers were used by vocational educators (Table 3) almost half of the experiences involved (42) were rated as being effective with 5 experiences rated as non-effective. Very positive ratings were given to 17 experiences and 19 persons reserved their opinion. See Table 7.

Table 7

If you have received services from a Teacher Center, how effective was your experience?

non-effective	effective	very effective	no response
5	44	17	19

Evaluation of services provided obtains necessary feedback as to the effectiveness or ineffectiveness of programs offered, as well as enables participants to offer suggestions for improving future endeavors. When asked whether or not users of Teacher Centers were given the opportunity to evaluate their experience (see Table 8) 24% or 20 out of a total of 85 users reportedly did complete an evaluation and 7 of these same individuals had their suggestions implemented. The remaining 13 educators simply did not know if their suggestions were ever implemented.

Table 8

(a) Were you given the opportunity to evaluate your experience and,					
(b) if so, were any of your suggestions ever implemented?					
(a) Yes	No		(b) Yes	No	Don't Know
20			7		13

Can existing Teacher Center attract vocational educators? Table 9 shows that 50% or 342 respondents, voted "yes" on this question; however, one cannot infer that the remaining 50% voted "no." This particular question elicited more question marks and non-responses than any other question. Many felt it wasn't simply a yes-no type of question because too many variables were involved. As you will recall, 80% of those surveyed were unaware of the existence of a Teacher Center near them with an even larger percentage (84%) unaware of services provided by Teacher Centers. Comments like "don't know what they contain so cannot make judgment" were, I suspect, indicative of why so many non-responses were received. A few other comments written were:

- probably not
- only in related subjects
- don't know
- to a limited degree
- can judge only New Haven
- if meaningful
- what are services?
- what is a Teacher Center?

Table 9

Can existing Teacher Center attract vocational educators?

Yes	No
342 (50%)	("no's" not tallied because most were qualified)

It was indeed refreshing to discover that so many vocational educators (78% or 532) would utilize a Teacher Center on their own time if programs were designed to meet their needs (see Table 10). More than half (61%) of these same educators expressed the need for the creation of a center(s) designed specifically for vocational educators while 39% indicated no special need. See Table 11.

Table 10

Would you utilize a Teacher Center on your own time if programs were designed to meet your needs?

Yes	No
532 (78%)	148 (22%)

Table 11

Is there a need for the creation of center(s) designed specifically for vocational educators?

Yes	No
413 (61%)	267 (39%)

Pages could be written in response to what special characteristics a Teacher Center for vocational educators would need, but for the sake of brevity comments were combined and condensed as closely as possible in order to cover the wide spectrum. These are listed in Table 12.

Table 12

What special characteristics would a Teacher Center for vocational educators need?

- programs should be related to specific trades and conducted by persons knowledgeable in specific trade areas; have industry come in and conduct seminars and skill training and also take trips to industry;
- Business and industrial contacts for new and updated technical information (current state of the Art);
- complete vocational services - updated equipment, books, A-V materials, instructional materials, resource materials; methods of teaching using newest materials and techniques; speaker lists, workshop capabilities;
- support services - technical film library, access to nationally published materials for voc materials/practices and technical information;
- trade related academic courses - liberal curriculum available - meet requirements for master's degree;
- trade theory given to general and related instructors/show relationship between shops and academic wing;
- ways to integrate related and general ed to technical aspects of trades;
- shop planning and management skills
- to be able to do research on teaching materials available to an educator in his specific area and research into inter-relationship between business ed and voc shops, etc.;
- a means for developing and keeping updated on teaching media;
- more community resources; more in-service about voc ed for general ed.;
- a hands on co-op work experience approach - trade experience instruction;
- skill up-grading programs;
- a repository or Archive of hardware and software to be loaned to instructors as needed (a la Metro);
- vocationally oriented-job market opportunities; employment advisory;
- substitutes and travel money for teachers to visit other schools and programs;
- a linking network that would put teachers in touch with pesons of expertise or experience in various vocational capacities - speakers in vocational field for career education;
- how to present classes;
- meet the needs of a state funded voc foods program;
- retraining home economics teachers to teach occupational home economics free of charge;
- accessibility from several voc schools and vocationally oriented materials;
- more condensed and comprehensive versions of 36 week courses offered by public schools;
- specific information dealing with coordinating programs;
- training aid facilities;
- curriculum comparison; student employment news; teaching method exchanges;
- training to work with students who have problems with school and personal life;

Table 12

(continued)

- materials for non traditional careers for females;
- work experience programs;
- ability to provide as suggestions - project/approach;
- relating English to trades;
- professional counseling;
- time during in-service days to attend the center;
- a regional center, for instance, which would supplement one's own library A.V. unit in the storage and distribution of materials;
- business oriented computer and/or computer materials, typewriter, copying materials, media library to review material before expending funds;
- curriculum materials in general education areas (English, Social Studies, etc.) geared specifically for students intending to go into a trade area.;
- help with setting up competency-based programs;
- an orientation program of practical value on how the Vo-Tec system operates;
- an emphasis on a program to develop general teaching skills for those individuals coming directly from industry who have not taught before;
- a focus on the various vocational curriculum;
- Project S.I.R.E.; Drug and Alcohol Programs;
- overlap for the different trade areas;
- adaptation of environment to special needs populations;
- blueprint reading and sketching;
- solar energy programs;
- cooperative efforts in program direction;
- information on health care and delivery; techniques of teaching clinical and laboratory skills;
- machine drafting and design programs; related math for programs;
- state and federal requirements;
- electronic drafting
- aid in solving problems and resources where answers can be found;
- coordination of materials and equipment;
- to teach teachers how to teach study skills relevant to their subject area;
- knowledge of technical vocabulary and shop talk terms;
- current surveys of machines used in local area. Literature on newest equipment, e.g., word processors, and help in acquiring state aid for better equipment;
- appreciation of role of general and related departments and shops. More correlation, integration, understanding of how each instructs. Should be complementary, not isolated
- communication - direct needs specified and geared in the voc ed system;
- Easy access - relaxed atmosphere away from school; a place to go for discussion of mutual problems, exchange of ideas and materials (ideas/support forum).

Since individuals would often be required to give of their own time to attend Teacher Center activities, the question was raised as to how geographically accessible a center should be. See Table 13. Results showed an extremely close tie between having a local (39%) or a regional (38%) center. Another close tie existed between having a centrally State center (12%) and those that favored other (11%). Unfortunately, the 74 respondents that opted for the "other" category did not express what their other choices were.

Table 13

How geographically accessible do you feel a center should be?

Location	Number of Respondents	Percentage
centrally located state center	79	12%
local	267	39%
regional	260	38%
other	74	11%
Total	680	100%

Now that we know that a local center would be the most popular, geographically, it comes as no surprise that the largest percentage (59%) would be willing to travel only up to 15 miles to avail themselves of Teacher Center services. While 26% professed they would travel up to 30 miles, only 9 individuals or 1%, specified 30 miles and over was agreeable with them. This left a total of 14% non-responses, including several individuals who stated they would not travel more than 5 or 10 miles, given the present rising gasoline costs. Suggestions for receiving travel money or having strictly in-house activities during or immediately after school were added comments.

Table 14

How many miles would you be willing to travel to avail yourself of Teacher Center services?

Number of Miles	Respondents	Percentage
up to 15 miles	402	59%
up to 30 miles	179	26%
30 miles and over	9	1%
No Response	90	14%
Total	680	100%

According to 504 (74%) respondents, their professional development needs are currently being met through individual efforts. Professional organizations ranked second (27%) or 184 individuals with school site programs capturing 13% of the tabulations. See Table 15. Here, too, it was impossible to get 100% response attributed to only three categories. Many respondents checked all three categories, while others felt their professional development needs were not being met at all. By the same token the "other" category revealed a wide variety of responses. (See Figure 4)

Table 15

How are your professional development needs being currently met?

Category	Number	Percentage
professional organization	184	27%
school site program	86	13%
individual efforts	504	74%

Figure 4

Additional means of meeting professional development needs by vocational educators

State curriculum and staff programs - curriculum planning

Workshops - regional, division and state sponsored

Meetings (various meetings of all types)

Consultants/contacts - keeping in contact with industry/industrial ties

VTE courses/programs at State Colleges (some working on master's programs in addition to State programs

Construction Building Site

Job Placement/Co-op Ed.

In-service team teaching procedures

P-T work in culinary field

Employer contacts and other instructors

Library resources - reading in general (books, magazines, catalogs, journals, etc.)

CT Business Education Association Newsletter and Business Magazines

Association and Organizational memberships (NCTE, CCTE, VICA, RVTS, CYATA, NYATA, etc.)

ACES

Resources - Waterbury State Tech, for example (from Wilcox Tech educator in Meriden)

Seminars

State colleges

Industrial and municipal work programs

Textbook displays

When asked to indicate the number of inservice activities participated in during 1978-79, and the providers of those activities, responses ranged anywhere from 0 to 184. Once again, it was necessary to condense the responses listing activities participated in by individuals and we were unable to secure the providers of those activities, in most cases. Hopefully, Tables 16 and 17 will give the reader a broad enough overview of the number and types of activities without our having to list each and every one cited.

Table 16

Indicate the number of inservice activities in which you participated in 1978-79

Activities	Persons	Activities	Persons
1	93	6	15
2	98	7	3
3	48	8	6
4	26	9	3
5	11	10	12
		*10+	

*Other figures cited were 25, 12, 11, 183 (individual citing 183 changed his total to read 184, "filling out stupid questionnaires.")

Table 17

List the activities and by whom were they provided.

WORKSHOPS

Hairdressing - New York Cosmetology Assoc.
Refinishing - DuPont
Frame Strengthening, Abrasives - 3-M Corp.
Reading/Drug - Town of Enfield
Curriculum Day - St. Raphael's Hospital, St Francis Hospital
Health Education - State
Teaching Slow Learners - SCSC
Project Teacher - Eastern Ct State College
Republicans and Americans - Waterbury
Learning Disabled Adolescent - State
Ct Home Economics Assoc.
Computer - Yale
English Lit - Publishers
Hartford Hospital - Board of Education
J.F.K. Library
Electric Discharge Machining - Voc. Dept.
Financial Aid
CBEA - Handicapped - Manchester Community
Modes of Learning-Teaching
Math/Teacher Workshops in Agriculture - State
Technical Writing - CCTE
Librarian Workshop on Adolescent Lit. - Greenwich High School
Upgrading Materials for Student Study - State
Guidance
Tax - University of Bridgeport
Curriculum - CVATA, RUTS, V-T Schools, State
Feeder Cattle Grading - CVATA
N.E. Electrical -
Diesel - New York
FFA Leadership -
In-service -
Electrical/Electronics Workshops -
Workshops for Voc-Ag. Teachers - State
Drama Tech - RUTS, State, Platt & Wilcox Tech, and New London

Table 17

WORKSHOPS - continued

Teacher Stress - State and A.I. Prince Tech
Geriatrics - State
Video - Bristol Eastern
Computerized Drafting - Mfg. Tech Inc.
New Teacher Orientation - CT Dept. of Voc. Ed.
Bell & Howell Workshop
Maintenance - Harrison Harries
Home Economics - FHA, State

Additional Providers (no programs specified):

States of Connecticut, Massachusetts, New York and New Jersey;
Cities of New Britain, Stamford;
Organizations: CIAA, SAMS, CAHOE, PNEP. CREC, ACES, CBEA.

SEMINARS

Reading Related - CT Reading Assoc.
Tungston Carbide - CCSC
Torello's & Sons, West Hartford, CT
GMC Training Center, New York
Service Auto - Ansonia
Gilbert & Richards - New Haven
Bullard Havens - Bridgeport
Moore Tool - Bridgeport
Nursing Law - Yale New Haven Hospital and LPN Assoc.
ICE Machine
Teaching CT History - Yale University Teachers' Institute
Auto - TCI
Seminars for School Counselors - Puerto Rico Dept. of Ed.
CT. Dental Lay Assoc.
Metric System
FAA - IA - Department of Transportation

Table 17

COURSES/PROGRAMS

Diesel Engines - Cobelskill Ag. & Tech. Institute
Solid State - CCSC
Autosense Machine-Oper. - Hamilton Standard
Remedial Math/Curriculum Development - CCSC
Math/Reading - State Colleges
Writing Improvement - CCSC
EDM - Bullard Haven Tech
Media, Solar Ed., Solar Energy, Learning Disabled, Machine Oper.
School Psychology - SCSC
Pediatrics - Community College
Electronics/Electrical - CCSC, Southern CT State College
Development Course for Grade 12 on Small Business
VTE - Clinics, CCSC
Summer Courses - New York
Philosophy of Ed. - UConn
Pesticide Supv. - Voc-Ag. Teachers' Assoc.
Data Processing - State
Word Processing
Working on Master's

Additional Providers (no programs specified):

New Haven College
Mattatuck Community College
Fairfield University
Greenwich Hospital

CONFERENCES

Farm Management - CVATA
Vo-Ag. Teachers - CVATA
Leadership
Sex Equity
Improvement of Interview Techniques - State
CVA
CPGA
ASHRAE - Pennsylvania

Table 17

CONFERENCES - continued

JCEE

Energy - State

W.P. Institute

N.E. Personnel & Guidance

CEMA

NEEMA

SME

VICA Leadership/Skill Olympics

SATC

Curriculum - CT Ag Teachers Assoc.

N.E. Vo-Ag Teachers Conference

National Invitational Farm Management

ASSOCIATIONS

CT Vo-Ag Teachers

American Federation of Teachers

CT Business Educational Assoc.

LPN Association

CT Dental Association

American Association of Dental Schools

CT Education Media Assoc.

Accreditation of Dental Tech Schools

National Assoc. Carbide Manufacturers

Cosmetology

IN-SERVICE

Curriculum Day - Hartford

Supportive Services - Hartford

Title IV

Monthly Meetings - State

Special Ed

Reading

Yale New Haven and H.S.R.

Torrington School System

Vernon Board of Education

SME

Blue Streak Mfg. Co.

Table 17

COMMITTEES/MEETINGS

P.E. Steering
Machine Tool
In-service
Hearing Impaired
State Advisory
Craft - State and Local Shops
Drug Ed
Electro-Mechanical Steering
Reading Steering - ACES
Fire & Safety
Education
CT Home Economics

MISCELLANEOUS

Wildlife Management
Political Science Field Day
Fruit Tree Pruning
Hunter Safety (CVATA - Project RISE)
Community Resource Development
State Department of Ed (CBEA)
Local Business NBEA/Industry - IEEE, VICA
Agriculture Business Management (CVATA)
Union - (carpenters, etc.)
Recognizing the Gifted Student - Project RISE
Newspaper Skills in Classroom - New Haven Register/Courier and State Bureau of Voc. Ed.
C.N.C. Programming - Gilbert & Richards
E.D.M.-Heiko Tool Company
Jig Bore & Jig Grinders - Moore Tool Company
School System Programs - In-house activities - Bureau of Voc Tech
Sports clinics - CAHPER
Department functions (Special Ed., Audio Visual, Library)
Lectures - Catholic School System
Recorder, Class Advisor, Basketball Coach
Black View of WWII

Table 17

MISCELLANEOUS - continued

Knowledge of Industrial Requirements

State College Consultants (law, methods, philosophy, etc.)

Special Educators at V-T Schools

Project RISE, UConn and SERC

Evaluation Process - Tests & Measurements (Health Occupations)

Care of Elderly - Geriatrics

CRP - Stress and Career Opportunities for Teachers

CT Council on Social Studies

Audio-visual Aid Programs - SERVTS

Industrial Shows and Visitations

Bilingual and Sex Equity

Discipline/Calligraphy

Job Opportunities - United Technology

Vocational Special Ed - SERC

Reading Improvement-Comprehension - System Staff

Griffin House - CT Cancer Society

Ardin House

Professional Trade Subjects

Prof. Dev. and Technical Program - CVA - Digital Corp.

Auto Service - Ford and General Motors

Voc Reading Power Project

Professional Trade Subjects

Vocational Reading Project - VRP

Center for Theater Technicians - Stratford, CT

Compliance Info for meeting laws

Instructional materials to be investigated

Procedures to follow in setting up Special Ed Programs in Voc Schools

Crafts & CRPA

Use of New Materials

Overview of Reading Today - CT Reading Assoc.

Planning & Discussing Support Service Centers - State of CT

Interior Decoration - Middlesex Ext.

Year of the Child - State

Counseling The Female/CT's Physically Handicapped - CREC, ACES

Vendors Demonstrations - Hartford Board of Ed

Movies - Metro, Films - Publishers

Lectureships

Table 17

MISCELLANEOUS - continued

Media and all information pertaining to specific field of study
Hair Strengthening and Chemical Relaxing/Haircutting - Central Office
Special Ed - Norwich Tech
Career Change for Teachers
Special Ed Coordinators, Instructors, Problems, Definition
Data Processing/Family Styles - RISE
Reprographics - CBEA
Clinical Evaluation & Geriatrics - CT LPN Assoc.
Developing Objectives - Windham Tech
Solar Heat/Solar Energy - RISE; State of CT
Voc-Ed. for Exceptional Adolescents/Due Process in Special Ed. - SERC
Procedures in Special Ed -Windham Tech
Hospital In-service Lectures - Local Hospitals/Masonic Hospital/Elmira Psych. Institute
WEMH - State
Drug Ed - Manchester High
Teacher Effectiveness - State Board of Education Health Services
Review of Guidelines for Procedure Modification, Shared Material, New Material - RVTS
Energy Conservation
S.M. Train Center
Teachers Conventions/Orientation for New Teachers S.B.E./Special Ed
Fashion Shows - Tech Schools
R.I.T. Phototypesetting
CT Valley Litho Club/In Plant Printing Club
Programs pertaining to problems and activities of Special Ed in Voc Setting - Consultants
UConn Medical Library
International Ed Congress - New York
Diabetic Symposium - CT Diabetic Assoc.
Legal Aspects/CPR Update - Bridgeport Hospital
Numeral Control Classes
Textbook Displays
Teaching English - New London
Student Discipline
Volley Ball Clinics
Computer Usage for Die Layouts - New Britain Industry
Audio-visual - ECG Media Center
Special Ed Awareness - Laws

Table 17

MISCELLANEOUS - continued

Remedial Reading as it Relates to Math
Vendor Visits
Department of Environmental Protection
Trends in Business - Stratford
Career Day - National Association for Business
Business Ed - State
HAVE Program
Project Mainstream
Humanities in Industry
Learning Disability Foundation

In order to get a reading on the types of programs vocational educators might possibly avail themselves of, four general categories were listed. See Table 18. The most popular selection, by a show of 396 votes cast, proved to be an opportunity for increasing one's background and knowledge in their particular field. Non-classroom teaching related programs rated second (225 responses) while third place was tied between developing teaching skills and classroom planning and management skills (193 and 191 respectively). These computations do not total 100% or 680 respondents since all four categories were checked by many while others refrained from making a selection.

Table 18

Please check if you would avail yourself of programs offered in any of the following.

Category	Number of Respondents
increase in background and knowledge in your particular field	396
programs that serve me as an individual non-classroom teaching related	225
classroom planning and management skills	193
developing general teaching skills	191

It is mandated that federally funded Teacher Centers have a vocational educator on their policy board. As was stated previously in our interim report, the four centers in Connecticut that have received federal funding are:

Project RISE - Colchester

West Hartford Teachers' Center

Professional Development Center - Hartford

CT Teachers' Centers for Humanistic Education - Rocky Hill

Our last two questions concern policy boards and/or program development programs. See Tables 19 and 20 which indicates that only 16 individuals or 2% of those surveyed have ever been invited to serve on a policy board or participate in program development at a Teacher Center. Approximately one-third (221 educators) expressed their willingness to do so, signing their name, address and telephone number.

Table 19

Have you ever been invited to be a policy board member or participate in program development groups of a Teacher Center?

Yes	No
16 (2%)	664 (98%)

Table 20

Would you be willing to serve on a policy board or participate in the program development?

Yes	No
221 (33%)	459 (67%)

SUMMARY

The results of our survey substantiates the belief by the eleven Teacher Centers surveyed (100%) that vocational educators would avail themselves of specially designed services provided by their center. The vast majority (78%) or vocational educators surveyed indicated they would utilize a Teacher Center, on their own time, to meet their professional and personal needs. They do, however, feel there is a need for the creation of center(s) designed specifically for vocational educators.

Thirty-nine percent (267) did not feel the need to have a center designed specifically for their needs and would utilize the existing center network. Furthermore, they would consider driving up to 15 miles to either a local (39%) or a regional (38%) facility.

In our search for an existing "model" center for vocational educators, we came across an article concerning Project PROBE, a federally funded program (1977) to develop and to test an alternative model for pre- and in-service training of vocational personnel in two North Carolina counties. Telephone conversation with Mr. Isley, Director of Vocational Education in Alamance County, North Carolina, revealed that the program (PROBE) went out last year. Training revolved around in-service reading, history, philosophy, methods, release time for teachers to go into industry, etc. Mr. Isley reported that the program worked well and remaining resources and designed programs are still being implemented within the school system. This is taking place throughout the eight educational regions through regional co-ordinators. Mr. Isley, for example, is offering vocational reading. Participation is voluntary. Literature on the program is forthcoming.

While funding isn't always available, many centers operate independently through grass-roots efforts of volunteers. "Only those who risk going too far can possibly find how far they can go." (author unknown).

SUMMARY AND CONCLUSIONS

Charles R. Haller, Project Director

We inevitably come to the question, "Given this data, what should be done to meet the needs revealed?" Our study has shown, among other things, that:

(1) Very few vocational educators are currently being served by existing teacher centers.

(2) Very few of the existing teacher centers have made any sort of concentrated effort to serve this population.

(3) There are large numbers of vocational educators throughout the state who would be delighted to become more actively involved in existing centers or set up a "special center" to meet their specific needs.

Thanks to the cooperation of the Division of Vocational Education, we have been able to achieve an almost 100 % response from the staff members of the state's Regional Vocational-Technical School System (17 schools plus 2 satellites). As this data was gathered, close attention was given to the changes in percentages of "yes" answers to "yes/no" questions at Ns of 100,200,300, and 500. There has been little change in these percentages throughout the study and we have every reason to believe that the asymptotic point was reached early on in the data-gathering. Statisticians may do with this information what they will.

It is with confidence that we report that there is not only a population capable of supporting a center on a state-wide basis, but also populations within each of the main RESC service districts (a convenient geographical device) which are probably capable of providing a support base.

Nearly 80% of our respondents have indicated that they would utilize centers if programming were provided. Over 60% have indicated that the development of a special center is advisable.

Nearly 1/3 have expressed the willingness to participate actively in the governance of such a center.

Of those who would participate, the majority (80%) would prefer a local or regional approach, with few willing to travel in excess of 15 miles to avail themselves of services. Services desired are largely in the area of increasing backgrounds and knowledge in a particular field, but programs in general teaching, classroom management, and non-teaching areas are in high demand as well.

Roughly 3/4 of our respondents have indicated that the responsibility for self-improvement is largely their own, and the variety of resources being used is somewhat boggling.

Recommendations

There are three possibilities that would seem to lend themselves to future development. In each case, we will try to be as specific as possible (with some rationale), fully aware that to do so is to run some risk of refutation, but equally aware that the problem seems to be important enough in scope and potential outcome to be well worth any risk assumed. This is done in full recognition too, that some of what is said here is personal opinion, but it is personal opinion based on clear data that we have been asked to give. We can only trust that our knowledge of the Connecticut scene is adequate.

Option I - Expansion of services of an existing center.

The most inexpensive and risk-free approach to mounting a teacher-centered approach to services to vocational educators would be to expand the services of an existing center. Of the four formal U.S.O.E. funded centers withing the state, two would be peculiarly suited to such an effort: Hartford Teacher Center and Project RISE. Each site has its own peculiar merits and handicaps, but both have one thing in common: the administration and basic governance are in place and the commitment to "teacher-

centered" staff development is present both in spirit and in formal governance. This would make it possible to mount specific programming for vocational educators by:

(a) adding (relatively) small amounts of money to the administrative budget to underwrite a proportional share of effort.

(b) giving specific attention to an expanded governance role for vocational educators, probably by the formation of a specific sub-committee of vocational educators, chaired by the policy board representative from the vocational sector. Such an arrangement would provide planning manpower without upsetting any voting balance. Additionally, it would preserve the integrity of the "Center-within-a-Center" while maintaining a clear line of communication to representatives of other specialties.

In the case of Project RISE, we have a relatively small rural center whose clients are largely unserved by any other resource. Communications networks with each school building in the service area are clearly established and the center managers are peculiarly adept at helping clients to define their needs. RISE has the distinct advantage of being not only the best, but for many the only "game in town". This factor alone would contribute heavily toward eventual success on a self-sustaining basis. On the reverse side of the coin however is the relatively small number of available clients. RISE would find it necessary to reach out strongly, not only to its regular public schools, but also to the vocational-technical school(s) which only border its already established territory.

Hartford, on the other hand, has a potential clientele of significant proportions, having within its own city limits a Regional V-T school and a State Technical College, as well as a large cadre of public school vocational teachers and significant numbers from non-public and alternative centers with similar needs. Simply stated, there is a bigger potential market in the Hartford service district.

Conversely, the size which enhances also detracts, and the requirement to assemble planning and governance structures from disparate vested interests could constitute a full-time effort. If full-time effort is required, then there is no special advantage to "buying in" to the services of an existing Center. Given limited funding patterns, however (defined for discussion purposes here as anything less than $50,000) and a requirement to use a U.S.O.E. governance model, these two sites would represent the best possibilities, with an edge probably going to RISE as having the greatest potential for flexibility.

Option II - Regional Services through a Regional Educational Service Center

Use of an existing Regional Educational Service Center to mount specific programs for Vocational Educators has some special merit. Although costs would no doubt be higher (in the $50,000-$75,000 range) the potential for greater outreach to more vocational types would be enhanced. Three possible locations and affiliations should be considered: CREC in the Greater Hartford area, ACES in Greater New Haven, and CES (in Norwalk, but probably satellited to Bridgeport for ease of client travel).

Each of these sites would offer similar advantages:

a.- A core city with large numbers of public school personnel.

b.- Suburban and rural members with vocational agricultural centers.

c.- Two or more Regional Vocational-Technical Schools.

d.- A State Technical College.

e.- One or more Institutions of Higher Education with teacher preparation responsibilities.

Cost estimates are higher in this case because of the increased time commitments required by the larger territory and requirement to assemble cross-institutional governance and cooperation groups

to facilitate the best combination of self-service and service exchange. Too often, members of one education level are seen as outsiders by members of another and the relationship between "higher ed" and "lower ed", "voc-ed" and "regular-ed" are often mitigated against by perceived differences which are not real. By bringing the outsiders to the inside, cooperation is usually enhanced. In the final analysis, survival of such an effort would depend upon collegiality and the best way to both encourage and maintain collegiality is to literally put everyone together on the same project and then mount the process activities necessary to cooperation. Historically, Regional Service Centers have proven to function smoothly in the role of the "disinterested third party" necessary to the process element of such an effort.

Option III - A Bold Departure

There exists within the spheres of influence bounded by a 15-mile radius circle in Greater Hartfoard and Greater New Haven a unique opportunity to capitalize on a multiplicity of resources and a relatively large client group. Using Greater Hartford as an example, let us look at the unique possibilities inherent in either of these areas:

A. Potential clients:

1.-Fully one-third of the students in the State of Connecticut (public) attend school in the Central Connecticut region. Ergo, fully one-third of the teachers in the state are there, with proportionate numbers being vocational or vocation-related.

2.-The core city alone provides a high concentration of vocational education teachers, and concentration (i.e. population density) is a significant factor.

3.-Several of the "suburbs" are in reality small cities, with both a concentration and variation potential.

4.-Within the 15-mile radius are several vocational-agricultural centers.

5.-Central Connecticut State College has within its undergraduate ranks a number of teacher trainees as well as a variety of part-time students seeking vocational certification.

6.-Three regional vocational-technical schools plus one satellite exist within the area.

7.-A variety of Adult Education centers exist within the region.

B. Potential Resources:

The list of potential resources would have to include all of the above(since each sub-population has its own special expertise) but must be expanded to include the following:

1. The teaching staff of Central Connecticut State College.
2. The staff of Hartford State Technical College.
3. The leadership of major professional vocational organizations in the state(most of whom currently work and live in the area).
4. Regional Service Center Staff.
5. Education and training specialists and program managers from the private sector (for example, United Technologies, Aetna Life and Casualty, The Hartford Group, Connecticut General,etc.)
6. A full-time consultant for vocational staff development within the Division of Vocational Services at the Connecticut State Department of Education.

C. Putting the Pieces Together:

Any such concentration of resources and clients automatically produces a variety of relationships. Many of these (indeed most) are informal at best, but they do exist, for instance:

1. Short commuting distances produce a number of "moonlight" opportunities and many instructors are currently working at more than one level in more than one location.
2. Each local instructor has built his or her own personal network of relationships with the local private sector. These relationships tend to be jealously guarded, but they are sharable.

3. It is well-known that a number of students complete Associate level work at Hartford State Tech and then move on to Baccalaureate level work at Central Connecticut - without any formal arrangements or high degree of cooperation between the two institutions.

4. The private sector is currently spending enormous amounts of money on two levels.

   a - "remediation" of high school graduates.

   b.- training beyond entry level for advancement.

The "remediation" item is of special interest. Despite the number of relationships that already exist and the potential for even greater cooperation, there is still a rather hostile gap between the public schools(including vocational-technical schools) and private industry personnel developers. The private sector sees as one if its major thrusts the remediation of deficiencies in high school graduates (at least, industry perceives these deficiencies). The price tag assigned to this effort five years ago by Pratt and Whitney Aircraft was in excess of $6,000,000!

5. Several efforts to enhance the level of knowledge and cooperation have partially succeeded, but unfortunately run out of time, money, or stamina before the task was completed. Indeed, in several cases, inability to clearly define the scope of the task hampered the work of those involved. Nonetheless, the results of efforts such as Project(s) Touchstone I and II, The Education-Work Council at Asnuntuck Community College, and the Connecticut Career Education Task Force cannot be disregarded. In each case, the activity went into limbo with feelings of misgiving on the part of many who felt that a job well-started was ending much too soon.

It is possible for the State Department of Education to assume strong leadership in this area, and existing staff members can be the driving force. While talk is cheap and human process time-consuming, we suggest the formation of a vocational educators staff development consortium, comprised of leadership from all of the "resource" groups shown above, as well as representation from

the potential client groups (i.e., a"policy board") who together can plan and implement a variety of staff development activities which can indeed meet the perceived needs of the great variety of potential clients within the area.

Throughout this process, careful attention would have to be given to funding patterns, with monies for specific services contracted out to specific providers. This could not be accomplished if large expenditures for the traditional "leadership conferences" are allowed to drain away state staff development funds. The logical person to be charged with such an effort is the Vocational Staff Development Consultant.

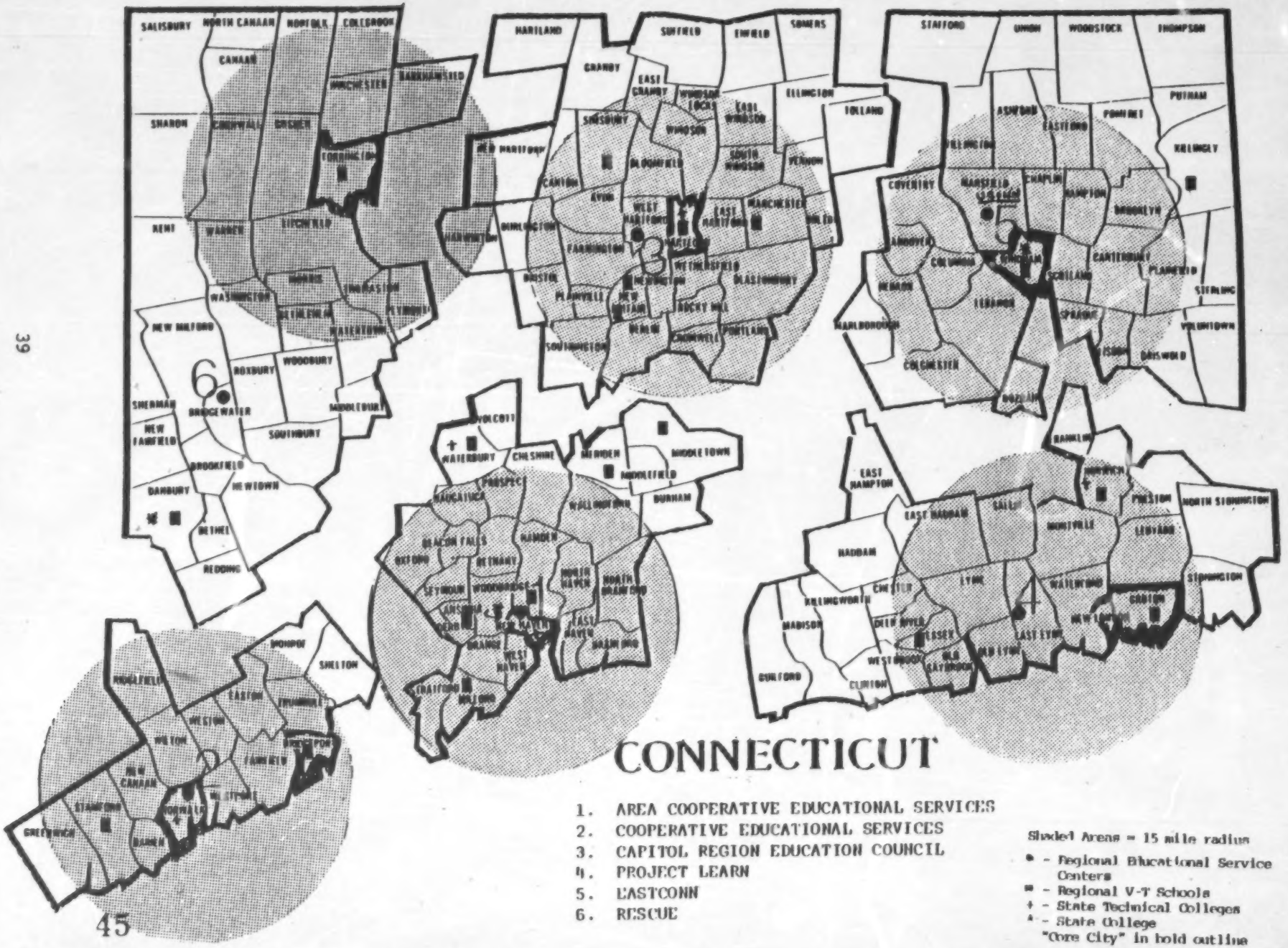
A Word On The Client's Perception of "A Center"

Throughout this report, the term "center" has been used synonymously with "activity" and not with "place". In these final recommendations, we have shown a distinct tendency to use "Teacher Centered" in the place of "Teacher Center". There is probably no one place within the state which could become a Chautauqua-type Mecca for vocational educators. Perhaps the University of Connecticut should be the "place", but its eccentric location mitigates against such an eventuality. If a "place" were envisioned, then either Central Connecticut State College or Southern Connecticut State College would be more logical choices in terms of client population density.

Yet, the responses to questionnaires clearly indicate that while large numbers of respondents conceive of "Teacher Center" as a Staff Development process, equally large numbers have place in mind - place to meet, place to examine curriculum, place to borrow materials, place to examine and borrow media, and place to gain additional background in the subject field.

There are a number of curriculum resource centers already in existence throughout the state. Currently the efficiency and effectiveness of these centers is under examination in another study.

If the results of that study show that any one of these centers has managed to build a "walk-in" clientele which regularly utilizes the center as a regular resource, then strong consideration should be given to expanding the <u>place</u> to include more the <u>process</u>.



CONNECTICUT

1. AREA COOPERATIVE EDUCATIONAL SERVICES
2. COOPERATIVE EDUCATIONAL SERVICES
3. CAPITOL REGION EDUCATION COUNCIL
4. PROJECT LEARN
5. EASTCONN
6. RESCUE

Shaded Areas = 15 mile radius

- ● - Regional Educational Service Centers
- ■ - Regional V-T Schools
- + - State Technical Colleges
- ▲ - State College

"Core City" in bold outline

TEACHER CENTER FEASIBILITY STUDY

Questionnaire

This questionnaire is to determine whether or not Teacher Centers are meeting the inservice needs of vocational educators. Please return as soon as possible.

_____
Name of School/Town

1. For the purposes of this study, a vocational teacher is defined as teaching one or more of the following assignments. Please check the category into which you fit.

___Agricultural Ed. ___Business & Office Ed. ___Technical Ed.

___Distributive Ed. ___Trade & Industrial Ed. ___Home Economics Ed.

___Industrial Arts ___Health Occupations Ed. _____
Other related subject(s) (Specify)

2. Are you aware of the existence of a Teacher Center near you?

____ Yes ____ No

3. The following is a list of Teacher Centers in the State of Connecticut. Indicate from which, if any, you have received services.

___New Haven Teachers' Center
___Stamford Professional Devel. Center
___Center for Open Education - Storrs
___West Hartford Teachers' Center
___Westport Teachers' Center
___Teachers' Center - Ridgefield
___World Citizen Forum Teachers' Center-E. Lyme
___CT Teachers' Centers for Human. Ed.-Rocky Hill
___RESCUE - Bridgewater
___The Bristol Teacher Center
___Project RISE - Colchester
___Teachers' Center at Fairfield
___CES - Norwalk
___Professional Devel. Center-Hartford
___None of the above

4. Are you aware of services provided by Teacher Centers?

____ Yes ____ No

5. Have you ever been notified or informed in any manner of up-coming events or services provided by Teacher Centers near you?

____ Yes ____ No If yes, how often _____

6. Have you ever participated (as a lecturer, resource person, etc.) in any programs offered by Connecticut's Teacher Centers?

____ Yes ____ No

7. If you have received services from a Teacher Center, how effective was your experience?

____ N/A ____ non-effective ____ effective ____ very effective

8. (a) Were you given the opportunity to evaluate your experience and, (b) if so, were any of your suggestions ever implemented?

(a) ____N/A ____Yes ____No (b) ____Yes ____No ____Don't Know

9. Can existing Teacher Centers attract vocational educators?

____ Yes ____ No

10. Would you utilize a Teacher Center on your own time if programs were designed to meet your needs?

____ Yes ____ No

11. Is there a need for the creation of center(s) designed specifically for vocational educators?

____ Yes ____ No

12. What special characteristics would a Teacher Center for vocational educators need?

_____

_____

13. How geographically accessible do you feel a center should be?

____centrally located State center ____local ____regional _____other

14. How many miles would you be willing to travel to avail yourself of Teacher Center services?

____up to 15 miles ____up to 30 miles ____30 miles and over

15. How are your professional development needs being currently met?

____professional organization ____school site program ____individual efforts

other (specify)_____

16. Indicate the number of inservice activities in which you participated in 1978-79. _____

17. List the activities and providers of these activities.

_____ _____

_____ _____

18. Please check if you would avail yourself of programs offered in any of the following.

____developing general teaching skills ____classroom planning and management skills

____increase in background and knowledge in your particular field

____programs that serve me as an individual, non-classroom teaching related

19. Have you ever been invited to be a policy board member or participate in program development groups of a Teacher Center?

____ Yes ____ No

20. Would you be willing to serve on a policy board or participate in the program development?

____ Yes ____ No

_____ _____ _____

Name Address Telephone #

Please return questionnaire to:

Ms. Barbara Jacques
Capitol Region Education Council
212 King Philip Drive
West Hartford, CT 06117

Attn: Teacher Center Feasibility Study

12/30/80